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AUTHOR Acker, Roy Dean
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ABSTRACT

This study explored methods of improving the educational research capabilities of six institutions of higher education in the Appalachian region of Kentucky. A priori it was felt that interinstitutional cooperation would result in a more effective use of limited research resources. After six conferences, a cooperative program was drawn up outlining some ideas for further study by a proposed research consortium from the six institutions. Some of the major ideas that merited further study by this consortium included developing a computer network, sharing faculty resources, designing a remedial program to allow for a consistent group of college-bound students, upgrading the preparation of high school teachers, and improving the articulation between 2- and 4-year colleges. Unfortunately, the cancellation of funds for sustaining some of the proposed programs has seriously hampered further development. (LN)

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Final Report

Project No. 8-C-014
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INITIAL DEVELOPMENT OF A RESEARCH ORIENTED CONSORTIUM

Roy Dean Acker

Eastern Kentucky University

Richmond, Kentucky

May 1969

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SUMMARY

The purpose of this study was to explore means of improving the educational research capabilities of six institutions of higher education in the Appalachian region of Kentucky as well as exploring means of cooperation among these institutions in ways that the limited resources of each might be used most effectively without sacrificing or abrogating the autonomy of each institution.

The six colleges which participated in this project to explore the initial development of a research oriented consortium included two junior colleges, Alice Lloyd College at Pippa Passes and Lee's Junior College at Jackson, three four-year colleges, Cumberland College at Williamsburg, Pikeville College at Pikeville and Union College at Barbourville (which has a masters degree program in education) and one regional university, Eastern Kentucky University at Richmond.

The primary thrust of this project was implemented through a series of six conferences with the focus for each conference being an overview of the consortium approach to solving problems, internal development to facilitate research, interinstitutional development to facilitate research, institutional research, interinstitutional research, and synthesis and projections in that order.

The group adopted a statement of purpose, the major elements of which were to (1) improve instruction at the undergraduate level through research and systematic new developments, (2) increase the variety of educational opportunities for students, (3) identify common problems and shortages, and work cooperatively toward their resolution, and (4) attract gifts and grants to support joint programs.

Two leading strengths of the project were the rapport developed among the participants and the high quality of the consultants.

The evidence derived from this project indicates that this method does have much merit as a means of planning effectively a cooperative program among two or more colleges, but there must be appropriate and adequate sources of financing to implement valuable ideas which may evolve from such a planning project. If these sources are not available only limited benefits will be realized.

INTRODUCTION

The increasingly complex demands made upon institutions of higher education necessitate these institution's exploring means of cooperation so that the resources available for higher education may be utilized most effectively. This need is particularly critical among smaller developing institutions which have limited resources. It is also important that institutions of this type conduct effective research on their educational program and make important educational decisions on the basis of empirical evidence.

The purpose of this study was to explore means of improving the educational research capabilities of six institutions of higher education in the Appalachian region of Kentucky as well as exploring means of cooperation among these institutions in ways that the limited resources of each might be used most effectively without sacrificing or abrogating the autonomy of each institution.

METHODS

The six colleges which participated in this project to explore the initial development of a research oriented consortium included two junior colleges, Alice Lloyd College at Pippa Passes and Lee's Junior College at Jackson, three four-year colleges, Cumberland College at Williamsburg, Pikeville College at Pikeville and Union College at Barbourville (which has a masters degree program in education) and one regional university, Eastern Kentucky University at Richmond. A map showing the geographic location of these institutions is included in the appendices. Descriptions of these institutions are also included in the appendices.

Representatives of these institutions and one other institution which eventually declined to participate met on the campus of Eastern Kentucky University on May 22, 1967, to discuss the development of a consortium to improve the educational research capabilities of these institutions. On July 7, 1967, a second meeting was held at Eastern Kentucky University to prepare the major elements of a proposal seeking financial support for a project to investigate the feasibility of such a consortium research development program.

The original request for funding anticipated a project starting date of September 1967. However, delays in funding by the United States Office of Education postponed the project to the 1968-69 academic year.

A project director from Eastern Kentucky University (the present writer) was selected to work on a one-half time basis during the 1968-69 fall semester. In addition one person at each institution was designated as the local research coordinator. These individuals served as the "contact" persons for their campuses.

The primary thrust of this project was implemented through a series of conferences on various topics as described below. One conference was

held on each campus of the participating institutions. Prior to each conference the project director visited the host campus for two days during which he met with the local coordinator and other administrative officials and faculty members to discuss research activities in the local institution. The local coordinators for the other institutions or their representatives also attended these meetings for one day so that the meeting could be used both for familiarization purposes and as a planning session for the work of the proposed consortium.

The first conference was held at Alice Lloyd College October 14 and 15, 1968. Dr. Bert Y. Kersh, Dean of the Oregon College of Education and previously the director of the Oregon CORD project, served as the chief consultant for this conference which served as an overview of the project. The discussion at this conference was focused upon the rationale of a research consortium, a description of the program of an operating consortium (the Oregon CORD Program), and the identification of resources and research problems of the project participants. (A list of persons who participated in this conference and each of the other conferences is presented in the appendices.)

The organizational pattern and program of the Oregon CORD project were examined in detail by Dr. Kersh and the participants at this conference. The seminars for executives, for business officers, and faculty were described. The program of funding small projects within the CORD program was examined with especial care by this group as being potentially valuable for the Kentucky group.

The second conference, focused upon internal development to facilitate research, was held at Lee's Junior College November 7 and 8, 1968, with Dr. Donald Cruickshank, Assistant Dean for Research and Development, College of Education, University of Tennessee, as the consultant. The discussion at this conference was focused upon the development of an office to facilitate funded research and the Learning Resources Center concept at the University of Tennessee.

Dr. Cruickshank outlined the initiation and development of the research and development office in the College of Education at the University of Tennessee. Dissemination of information and opportunities for funding possibilities were identified as prime responsibilities of this office. Assistance in putting projects into researchable form and assistance in coordinating the ideas of faculty members with appropriate funding sources were discussed.

The group also examined accomplishments of the University of Tennessee Learning Resources Center in applying research results to educational improvement within the university.

The third conference was held at Pikeville College November 25 and 26, 1968, with Dr. W. Hugh Stickler, Head, Department of Higher Education at Florida State University as the consultant. The idea of institutional research as a major component of the consortium was explored at this meeting.

Steps necessary to organize and implement an office of institutional research were detailed by Dr. Stickler and illustrated by his experiences at Florida State University and Stevens College. The attention of the participants was directed to the Southern Regional Education Board institutional research workshops, the Association for Institutional Research, and the Institutonal Research Program for Higher Education sponsored by the Educational Testing Service.

The potential of such instruments as the College Student Questionnaire and College and University Environment Scale were discussed relative to their potential for institutional research by the Kentucky colleges.

Various types of studies including faculty studies, cost studies, and student studies were examined in detail. The group studied reports of institutional research studies at Florida State University and elsewhere.

The fifth conference was held at Cumberland College January 13 and 14, 1969, with Dr. Galen Drewry, Director, Institute of Higher Education, University of Georgia as consultant. The focus of this conference was on interinstitutional research.

Dr. Drewry explored with the group the rationale for interinstitutional research projects and described experiences of the Institute of Higher Education at the University of Georgia relative to interinstitutional research projects among Georgia colleges. Examples of topics for research which would be of interest to faculty members at other institutions, such as percentage of freshmen who were academic failures, attrition of students, student-faculty ratios, academic organizational structure, and general educational requirements were discussed.

The examination of academic patterns to see if some courses with small enrollments were duplicated by these institutions was considered with the idea that two or more institutions relatively near geographically might jointly offer some esoteric courses. The group examined studies of administrators' concepts of administration as well as typologies of college professors.

The final conference was held at Eastern Kentucky University January 27 and 28, 1969, with Dr. Bert Kersh, who had served as the consultant for the original conference at Alice Lloyd. The purpose of this conference was to synthesize and project possible activities of the consortium.

At this meeting the group divided into subgroups to explore ideas which had evolved from previous meetings relative to their feasibility and suggest means of implementing some ideas. This conference also included a demonstration by a representative of Victor Electronic Remote Blackboards so that the institutional representatives might consider the use of this technology in the consortium.

The ideas which had evolved from previous conferences and planning sessions included sharing computers for research and data treatment, computer assisted instruction, sharing faculty resources through closed circuit TV, electronic blackboard, exchange of faculty, establishing

a clearinghouse for research in progress and a dissemination center for funds available information, Kentucky Students Serving Kentucky (a program previously operated by two of the institutions in which selected students after course work in sociology provided supervision of recreational activities or other services to local communities), a program to upgrade college preparation of students with weak high school backgrounds, establishing Eastern Kentucky University Graduate Centers on the campuses of cooperating institutions, initiating dropout prevention programs with high risk students, facilitating articulation between two-year and four-year colleges in and out of the group, research training for faculty members, classroom experimentation on various campuses, free library exchange, free enrollment at other institutions, the concept of the mini-semester, avoiding duplication of small enrollment courses, demonstrating model programs in various academic subjects to other institutions, and institutional research.

RESULTS AND FINDINGS

A final planning meeting was held at Eastern Kentucky University in February during which a statement of purpose and organization for the proposed group was developed. The group selected the name Kentucky Appalachian Research Consortium and adopted the following statement of purpose and organization pattern.

Proposed Statement of Purpose and Organizational Pattern of the Kentucky Appalachian Research Consortium

Statement of Purpose: It shall be the purpose of this consortium to (1) improve instruction at the undergraduate level through research and systematic new developments (2) increase the variety of educational opportunities for students (3) identify common problems and shortages, and work cooperatively toward their resolution, and (4) attract gifts and grants to support joint programs.

The KARC expresses a commitment to the concept of continuing education, particularly in the area of providing for the upgrading of teachers and teaching techniques in the public schools. To this end all possible cooperation between member institutions and local school systems is to be implemented as far as possible between those institutions and systems directly related to specific projects. Those institutions capable of offering graduate credit thereby pledge all possible assistance toward cooperative efforts to this end.

Organization: The Kentucky Appalachian Research Consortium shall be composed of but not limited to six institutions of higher education (Alice Lloyd, Cumberland College, Eastern Kentucky University, Lee's Junior College, Pikeville College, and Union College).

There shall be a board of directors composed of the President or his designated representative at each institution. This board shall select an executive secretary.

The executive secretary will be responsible for coordinating the activities of the group. Among the responsibilities of the executive secretary would be direction of a clearinghouse for research and related developments, editing a newsletter, handling and processing reports, and such other duties as may be appropriate.

Eastern Kentucky University would be responsible for handling of any monies and fiscal reporting.

The group reached a consensus of eight activities for further investigation and development. These eight areas are listed below.

1. Kentucky Students Serving Kentucky (a program previously operated by two of the institutions in which selected students after course work in sociology provided supervision of recreational activities or other services to local communities).

2. Explore the development of a computer network among these institutions. Possible funding sources are the Network for Knowledge portion of Higher Education Act and Office of Computer Activities of National Science Foundation.

3. Sharing of faculty resources through such media as television and electronic blackboards.

4. A program to upgrade the college preparation of students who come to these colleges poorly prepared academically (elements: (a) remedial or tutorial classes in English composition, sciences, mathematics, reading and listening, (b) program of orientation to college life in summer prior to entrance into college).

5. Program to upgrade the preparation of high school teachers (features: (a) paid to attend, (b) graduate credit, (c) taught by KARC professors and visiting professors, (d) include a course in writing instructional objectives).

6. Program to improve articulation between two-year and four-year colleges including (a) analyses of problem areas (b) agreement on transferrable courses.

7. Program of graduate courses from Eastern Kentucky University and Union College on other campuses for faculty and senior students.

8. Training faculty members on the various campuses to engage in instructional research and research-related activities, intended mainly to stimulate course improvements and to foster continuing study of the subject matter taught. Possible source of funding USOE Training Institutes and degree programs.

CONCLUSIONS

The use of a small contracts project to plan the development of cooperative ventures among two or more colleges has much merit. The project provided the opportunity and financial resources necessary for representatives of the institutions involved to meet and discuss problems and identify those problems which are amenable to solution through the cooperative utilization of research. The careful planning made possible by this method can result in the saving of many hours and much money and avoid many false starts.

There were some disappointing aspects of this project. The number of persons participating in each conference never exceeded sixteen. These institutions are straining to meet their responsibilities with the human, financial, and physical resources they have with the result being that it was difficult to free more than one or two persons to attend these conferences.

These institutions cannot function without adequate enrollments and these institutions are friendly but earnest rivals in recruiting students, primarily from the same geographic region. This factor operated to hinder complete candor in some of the discussions.

A major handicap facing these institutions, and one of the primary reasons for engaging in this project with a view toward further cooperative efforts, is the limited financial resources available to each institution. Many excellent ideas for cooperative programs evolved from this project, but they cannot be effectively implemented without outside funding.

Two strengths of the project should be noted. One was the very high quality of the consultants who provided their services and ideas for the project. All the participants were very well pleased with the quality of the consultants. It is unfortunate that the entire faculty of each institution could not have heard each consultant and had an opportunity to interact with him. Another strength was the rapport which developed among those persons from each institution who participated in the conference and planning sessions. As a result of this project each participant has a better understanding of the problems and strengths of the institutions other than his own.

The cancellation of the CORD program and the non-funding of the Networks for Knowledge provision of the Higher Education Act were serious blows to the further development of this consortium and the implementation of the proposed activities. However, several steps have been taken to implement certain activities of the group. A course in junior college education will be taught on the campus of Lee's Junior College during the 1969-70 academic year by a faculty member of Eastern Kentucky University's department of higher education. Plans are being made to hold a summer long program to upgrade secondary school teachers in the area with funding being sought through Titles I and III of the Elementary and Secondary Education Act in cooperation with local school districts.

The group is considering developing a proposal under the developing institutions provision of the Higher Education Act to further the programs and activities which were identified as the most desirable programs. Other institutions will be invited to participate in developing this proposal.

The evidence derived from this project indicates that this method does have much merit as a means of planning effectively a cooperative program among two or more colleges, but there must be appropriate and adequate sources of financing to implement the good ideas which may evolve from such a planning project. If these sources are not available only limited benefits will be realized.

APPENDIX A

CONSULTANTS

Francis Chase
Director of Institutional Research and Curriculum Development
Marymount College of Virginia
Arlington, Virginia

Donald Cruickshank
Assistant Dean for Research and Development
College of Education
University of Tennessee
Knoxville, Tennessee

Galen Drewry
Director, Institute of Higher Education
University of Georgia
Athens, Georgia

Bert Y. Kersh
Dean of Faculty
Oregon College of Education
Monmouth, Oregon

W. Hugh Stickler
Head, Department of Higher Education
Florida State University
Tallahassee, Florida

APPENDIX B

RESEARCH COORDINATORS

Jerome Abarbanel
Director of Institutional Research
Pikeville College
Pikeville, Kentucky

R. Dean Acker
Director of Research
Eastern Kentucky University
Richmond, Kentucky

C. Tony Collins
Chairman, English Department
Lee's Junior College
Jackson, Kentucky

Allen Green
Chairman, Division of Fine Arts
Union College
Barbourville, Kentucky

Charlie Whittaker
Dean of Students
Alice Lloyd College
Pippa Passes, Kentucky

Jack Williamson
Coordinator of Research
Cumberland College
Williamsburg, Kentucky

APPENDIX C

ROSTER OF PARTICIPANTS AT EACH CONFERENCE

Alice Lloyd College

Jerome Abarbanel	Director of Institutional Research	Pikeville
R. Dean Acker	Director of Research	Eastern
Clayton Ackley	Director of Development	Alice Lloyd
Tom Beardsley	Director of Orientation & Testing	Cumberland
Harold Doster	Executive Dean	Alice Lloyd
Charles Gibson	Asst. Dean, College of Education	Eastern
Fred Hail	Guidance & Counseling	Alice Lloyd
Will Hayes	President	Alice Lloyd
Buford Howard	Academic Dean	Lees
Hubert Keen	Coordinator of Field Services	Pikeville
Bert Y. Kersh	Dean of Faculty	Oregon Col of Ed
Fred Landrum	Science Department	Lees
Elmo Moretz	Dean, Graduate School	Eastern
Charlie Whittaker	Dean of Students	Alice Lloyd
Jack Williamson	Coordinator of Research	Cumberland

Lee's Junior College

R. Dean Acker	Director of Research	Eastern
Kenneth Clawson	Dean, Richmond Community College	Eastern
C. Tony Collins	Chairman, English Department	Lees
Donald Cruickshank	Asst Dean for Research & Development	U. of Tenn
Paul Davision	Dean of Students	Lees
Jean Grossman	Faculty	Pikeville
Buford Howard	Academic Dean	Lees
William Strong	Guidance Counselor	Lees
Charlie Whittaker	Dean of Students	Alice Lloyd

Pikeville

Jerome Abarbanel	Director of Institutional Research	Pikeville
R. Dean Acker	Director of Research	Eastern
Robert Adams	Faculty	Pikeville
Tom Beardsley	Director of Orientation & Testing	Cumberland
Robert L. Byrne	Director, Reading Center	Eastern
Francis Casey	Director of Institutional Research	Marymount College
Kenneth Clawson	Dean, Richmond Community College	Eastern
C. Tony Collins	Chairman, English Department	Lees
Richard Comfort	Professor of Sociology	Pikeville
Allen Green	Chairman, Division of Fine Arts	Union
Jean Grossman	Faculty	Pikeville
John Heneisen	Guidance Counselor	Cumberland

Union College

R. Dean Acker	Director of Research	Eastern
Tom Beardsley	Director of Orientation & Testing	Cumberland
John Boyd	Dean, Graduate School	Union
Kenneth Clawson	Dean, Richmond Community College	Eastern
C. Tony Collins	Chairman, English Department	Lees
Andrew Eickhoff	Academic Dean	Union
Allen Green	Chairman, Division of Fine Arts	Union
John Heneisen	Guidance Counselor	Cumberland
Hubert Keen	Coordinator of Field Service	Pikeville
Floyd Robbins	Faculty	Union
W. Hugh Stickler	Head, Department of Higher Education	Florida S.U.
John Yatros	Guidance Counselor	Union

Cumberland College

R. Dean Acker	Director of Research	Eastern
J. M. Boswell	President	Cumberland
Kenneth Clawson	Dean, Richmond Community College	Eastern
C. Tony Collins	Chairman, English Department	Lees
Galen Drewry	Director, Inst of Higher Education	U. of Georgia
Charles Gibson	Asst Dean, College of Education	Eastern
Allen Green	Chairman, Division of Fine Arts	Union
John Heneisen	Guidance Counselor	Cumberland
Hubert Keen	Coordinator of Field Services	Pikeville
Mary McPherson	Faculty	Cumberland
Charlie Whittaker	Dean of Students	Alice Lloyd
Jack Williamson	Director, Institutional Research	Cumberland

Eastern Kentucky University

Jerome Abarbanel	Director of Institutional Research	Pikeville
R. Dean Acker	Director of Research	Eastern
Tom Beardsley	Director of Orientation & Testing	Cumberland
Kenneth Clawson	Dean, Richmond Community College	Eastern
Richard Comfort	Professor of Sociology	Pikeville
Charles Gibson	Asst Dean, College of Education	Eastern
Allen Green	Chairman, Division of Fine Arts	Union
James Harris	Director of Instructional Services	Eastern
John Heneisen	Guidance Counselor	Cumberland
Hubert Keen	Coordinator of Field Services	Pikeville
Bert Y. Kersh	Dean of Faculty	Oregon Col of Ed
Elmo Moretz	Dean, Graduate School	Eastern
Thomas Stovall	VP for Academic Affairs	Eastern
Charlie Whittaker	Dean of Students	Alice Lloyd
Stuart Winstandly	Asst Director of Data Processing	Eastern
John Yatros	Guidance Counselor	Union

KENTUCKY

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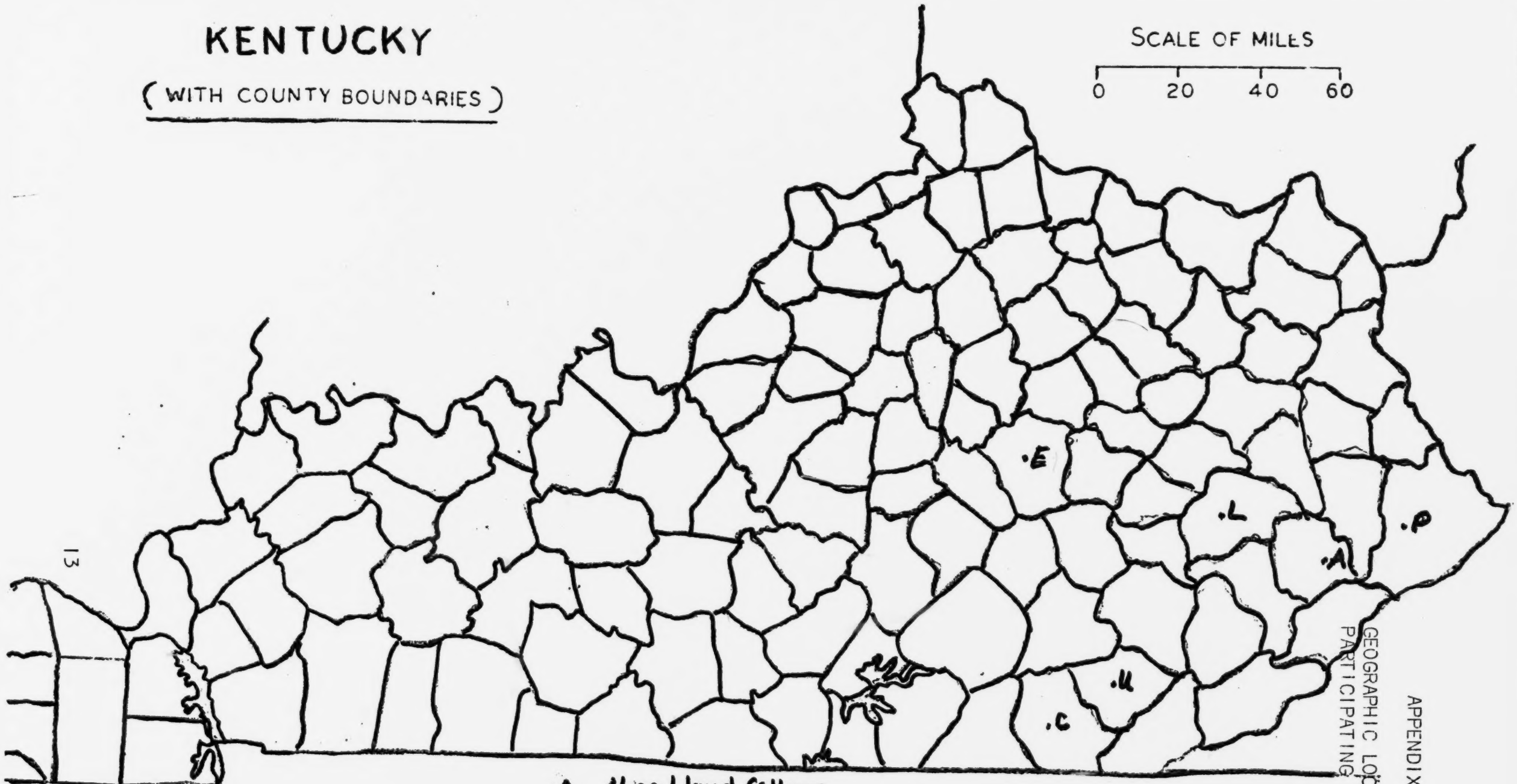

A Alice Lloyd College
C Cumberland College
E Eastern Kentucky University
L Lees Junior College
P Pikeville College
U Union College

APPENDIX D

GEOGRAPHIC LOCATION OF PARTICIPATING INSTITUTIONS

CR-H

APPENDIX E

Description of Participating Institutions

ALICE LLOYD COLLEGE

Pippa Passes, Kentucky

Alice Lloyd College was first founded as Caney Junior College, a department of Caney Creek Community Center, Inc. of Pippa Passes, Kentucky, in 1923. A two-year college of the liberal arts since its founding, Alice Lloyd is unique in purpose because it serves to provide leadership education, preparing for professions the young people who are willing to pledge themselves to lives of service. Alice Lloyd could be the only two-year college in America which awards to its own graduates a series of scholarships and grants with which to continue upper-class studies in senior colleges and universities.

Fully accredited by the Southern Association of Colleges and Schools, the College enrolls approximately 300 men and women. Its teaching faculty numbers twenty-three full time teachers with administrative staff numbering an additional twelve to fifteen.

Not denominational or tax-supported, the College derives the major proportion of its support from 60,000 friends across the nation.

The college is governed by a self-perpetuating Board of Trustees which convenes twice each year in regularly scheduled meetings.

CUMBERLAND COLLEGE

Williamsburg, Kentucky

Cumberland College is located in the mountains of Eastern Kentucky, 125 miles south of Lexington and 80 miles north of Knoxville, Tennessee. Since its inception, Cumberland has been serving the mountain people of Eastern Kentucky and Northeastern Tennessee. Some of the students come from the mountain sections of Virginia and West Virginia.

Of the 1500 students regularly enrolled in Cumberland during the academic year, around seventy to seventy-five per cent come from the Appalachian mountains. In order that Cumberland may of service to these young people, the cost to the student has been kept to a minimum, only $1000 for the academic year for room, board, tuition and fees. In addition to keeping the cost low, Cumberland provides aid of one kind or another to half its students and complete aid to some three hundred.

Cumberland College is affiliated with the Kentucky Baptist Convention and draws financial support from this group. The college has a small endowment. The income received from this endowment is turned into

the operating account of the college to aid in keeping the cost to the student low.

Cumberland served as a junior college until 1959, when the third year of a four-year program was instituted. The first four-year class was graduated in 1961. The college is now an accredited four-year institution and graduates between 225 to 250 people each year.

A large number of the students at Cumberland go into teaching, around eighty per cent of its student body. The academic program at Cumberland is chiefly in liberal arts and teacher training fields with some fifty-five hours required of each graduate in a general education program.

The college offers the Bachelor of Science and the Bachelor of Arts degrees.

Over a period of twelve years, Cumberland has expanded rapidly. In that length of time, Cumberland has added nine major building units.

Projections for the future include a continuation of the building program and some increase in student body.

While Cumberland has been rendering unusual service to the mountain section in which it is located, it anticipates greater service in the years ahead. Several experimental programs are underway at the college now and it is anticipated that others will be initiated as funds become available.

EASTERN KENTUCKY UNIVERSITY

Richmond, Kentucky

Eastern Kentucky University is a coeducational public institution of higher education offering general and liberal arts programs, pre-professional, and professional training in education and various other fields at both the undergraduate and graduate levels. The institution is recognized as one of the nation's leading producers of teachers with over seventy-five per cent of its 15,000 graduates having entered the teaching profession.

The General Assembly of 1906 enacted legislation establishing the Eastern Kentucky State Normal School. In 1922, Eastern became a four-year institution known as the Eastern Kentucky State Normal School and Teachers College. The first degrees were awarded by this institution in 1925. In 1928, the College was accredited by the Southern Association of Colleges and Secondary Schools. In 1930, the General Assembly renamed the school as the Eastern Kentucky State Teachers College.

In 1935, a graduate program was approved at Eastern, leading to the Master of Arts in Education. In 1948, the General Assembly removed the word "Teachers" from the name of the College and granted the College the right to award non-professional degrees.

On February 26, 1966, Governor Edward T. Breathitt signed into law a bill renaming the Institution Eastern Kentucky University and sanctioning the awarding of graduate degrees in academic fields other than education.

The University is now organized into five colleges, Central University College which is responsible for students during the first two years of the undergraduate program, the College of Arts and Sciences, the College of Business, the College of Education and the College of Applied Arts and Technology plus the Graduate School. The fall 1968 enrollment was 9279.

Eastern Kentucky University is accredited by the Southern Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, and the National Association of Schools of Music.

LEES JUNIOR COLLEGE

Jackson, Kentucky

Lees Junior College is located at Jackson, Kentucky, 85 miles southeast of Lexington, just off the Mountain Parkway. Lees is accredited by the Southern Association of Colleges and Schools and a member of the American Association of Junior Colleges, the American Council on Education, the Southern Association of Junior Colleges, and the Presbyterian Educational Association of the South. Student enrollment was 342 in 1966-67 with 350 projected for 1967-68 and up to 600 projected by 1972.

The curriculum is basically liberal arts, with strong emphasis on transfer to the senior colleges and universities. Lees has a developing curriculum in Social Service Field Work, designed to provide foundational preparation not only for the student interested in Social Work degree program at the senior college level, but also for the person interested in serving as a Social Service Technician or Aid.

PIKEVILLE COLLEGE

Pikeville, Kentucky

Located in the heart of the Kentucky Mountains, Pikeville College is a privately supported, Presbyterian related, coeducational institution.

From its hillside campus overlooking Pikeville, the college has built its reputation on service to the mountain area. About 90 per cent of the 900 students enrolled are from homes within a radius of 75 miles.

A major purpose of this four-year accredited college is the training of public school teachers. For example, from a recent graduating class of 200 students, about 150 intend to teach.

Degrees offered are Bachelor of Science and Bachelor of Arts. Training is offered in medical technology and business administration, with preparatory courses offered in engineering, medicine, law, nursing, and theology.

Pikeville College holds membership in the Southern Association of Colleges and Schools; Association of American Colleges; American Council of Education; National Association of Church-Related Colleges; and Kentucky State Department of Education.

UNION COLLEGE

Barbourville, Kentucky

Union College is a co-educational, senior, liberal arts college affiliated with the Methodist Church. It has a student enrollment of about 950 (full-time equivalent, 850.75) and a teaching faculty of 64. The campus consists of 90 acres with 12 major buildings, plus 29 furnished apartments for married students. The physical education building, student center, one dormitory, and nine student apartments are less than three years old. Union now has a new science building, library addition, and dining hall in the planning stage.

Union College is a private institution supported by the church, endowments, and gifts. It has an annual operating budget of just under $2 million.

The college has four degree programs: the Bachelor of Arts, the Bachelor of Science, the five-year Bachelor of Music, and the fifth year Master of Arts in Education. Over one-half of the undergraduate students are on a teacher-training program and the graduate program is designed exclusively for the classroom teachers. The Master's degree may be taken in Elementary Education or in Secondary Education with concentrations in English or Social Studies. This degree is approved for the Standard Certificate and Rank 1 Salary in Kentucky, and for the fifth year certificate in other states.

Union's graduate program is designed to provide advanced training for public school classroom teachers only, with special emphasis on the needs of the surrounding Appalachian counties. In addition to the regular academic year and summer session schedules, Saturday, late afternoon, and evening classes are provided for in-service teachers.

Both the undergraduate and graduate schools are accredited by the Southern Association of Colleges and Schools, and by the Kentucky Department of Education.

Union College is planning and building for a resident student body of 1000 with a total enrollment of 1200. Its curriculum is under constant study by the faculty in an effort to keep it updated and appropriate to the needs of the students to today who will have the responsibility of living in, and managing, a highly complicated and technical world of tomorrow. Three or four years ago, Union added a small, but good, collection of new books on Southeast Asia and a second collection on modern

Africa with the anticipation of adding nonwestern cultures to the academic program. This problem is still being studied and a group of four persons, including the president and academic dean of the institution, will attend a national Seminar and Workshop on Asian Studies.

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14. PUBLISHER n/a

15. ABSTRACT *(250 words max.)*

The purpose of this study was to explore means of improving the educational research capabilities of six institutions of higher education in the Appalachian region of Kentucky as well as exploring means of cooperation among these institutions in ways that the limited resources of each might be used most effectively without sacrificing or abrogating the autonomy of each institution.

The six colleges which participated in this project to explore the initial development of a research oriented consortium included two junior colleges, Alice Lloyd College at Pippa Passes and Lees Junior College at Jackson, three four year colleges, Cumberland College at Williamsburg, Pikeville College at Pikeville and Union College at Barbourville and one regional university, Eastern Kentucky University at Richmond.

The primary thrust of this project was implemented through a series of six conferences with the foci for the conferences being an overview of the consortium approach to solving problems, internal development to facilitate research, interinstitutional development to facilitate research, institutional research, interinstitutional research, and synthesis and projections.

The evidence derived from this project indicates that this method does have much merit as a means of planning effectively a cooperative program among two or more colleges, but there must be appropriate and adequate sources of financing to implement valuable ideas which may evolve from such a planning project. If these sources are not available only limited benefits will be realized.

16. RETRIEVAL TERMS *(Continue on reverse)*

Consortium Development

Research Development

17. IDENTIFIERS

Kentucky Appalachian Research Consortium

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

REGIONAL OFFICE

Date: February 18, 1970

Reply to Attn of: OE-ER

Subject: Final Report Project No. 8-C-014

To: National Center for Educational Research and Development
Attention: Mrs. Lorraine Kibler, DRRP

Enclosed please find two copies and the original of the Final Report for Project No. 8-C-014, which has been retyped to make it suitable for microfiche reproduction.

I sincerely hope these copies will be satisfactory for that purpose.

John A. Morrow, Director
Educational Research

EASTERN KENTUCKY UNIVERSITY
Richmond, Kentucky 40475

DIVISION OF INSTITUTIONAL RESEARCH

January 15, 1970

Dr. John A. Morrow
Director, Educational Research
Department of Health, Education, and Welfare, Region III
220 7th Street N.E.
Charlottesville, Virgina 22901

Dear Dr. Morrow:

Enclosed are two copies of the final report for Project 8-C-014 which you requested because the copies you had previously were not suitable for microfiche reproduction. I hope these copies will be satisfactory for that purpose.

Sincerely,

R. Dean Acker
Director of
Institutional Research

RDA/ms

Enclosure